Schools2030 Innovation Evaluation Tool

July 2024

Introduction

This evaluation tool is designed to support the Schools2030 programme in identifying the most promising teaching and learning innovations emerging across programme schools and countries. These "most promising" innovations may be selected for showcasing on the Schools2030 website, scaled by other partners, and/or shared at various local, national or global education events for increased visibility and impact. Additionally, they may also be further developed for adaptation and adoption in new school settings. The tool evaluates innovations across six critical areas:

1. Desirability
2. Innovativeness
3. Inclusivity
4. Sustainability
5. Alignment
6. Evidence of Impact

Each of these six topics is broken down into 2-4 sub-questions, rated on a scale from 0 to 5, where higher scores indicate a more promising innovation. This structured approach ensures a consistent and objective evaluation of each innovation's strengths and potential for broader application.

This tool is designed to be used by Schools2030 programme team members which could include the Schools2030 National Coordinator, Programme Officers, Facilitators, Learning Partners or other team members. This allows the programme team to better understand each innovation and to identify those with the greatest potential for scale and impact. In some cases, Schools2030 National Advisory Committees or other external stakeholders may also use these criteria to evaluate and select innovations.

Which team members use this tool, when it is used, and how often is a matter for each country team to decide based on their programme model. At a minimum, this tool should be used once per year as part of a selection process to identify innovations for showcasing at events or on the Schools2030 website, social media and/or video library. It will also be used to identify innovations to test, replicate, and scale to new settings. In many contexts, teams may choose to use the tool more often during the testing, iteration and implementation phases of the design cycle.

Although this tool is not designed to be used by teachers for self-evaluation, teachers will find it helpful to understand from the start of the HCD process the criteria on which their innovation will be evaluated as "successful." For that reason, these criteria are now included in the revised HCD toolkit and should be openly shared with teachers during orientation to the programme and HCD.

Please note that we do not expect any innovation to score perfectly on all criteria. This tool helps our teams to identify the relative strengths and weaknesses of the innovations. There is space in each section to provide feedback and recommendations for improvement. It would be beneficial to communicate the feedback and recommendations back to the teachers.

Evaluation Tool

Desirability

Desirability means that students and teachers like and want to use the innovation, and they see its usefulness, and they are able to use it.

We have broken down desirability into <u>three</u> criteria:

1. **Appeal**: Do students and teachers enjoy using the innovation?
2. **Frequency**: Are the teachers using the innovation regularly as part of their teaching practice (rather than using it as a "one off")? As the evaluator, you will need to judge what is realistic for the usage of the innovation based on the context.
3. **Relevance**: Does the innovation meet the educational needs/goals of this classroom/school?

Scoring: 1=Poor, 2=Fair, 3=Good, 4=Very good, 5=Excellent

Criteria	Evidence for how criteria above are met	1	2	3	4	5
1						
2						
3						

Overall Desirability Rating: _____/ 15 *Add up the total number of points on the above criteria*

Recommendations for improving desirability: Please use this space to provide specific recommendations for how the teacher/design team could improve the desirability of this innovation.

Innovativeness

Innovativeness means that the innovation brings something new to the classroom in terms of improved learning opportunities and teacher practices.

We have broken down innovativeness into <u>three</u> criteria:

1. **Holistic**: Does the innovation use a holistic or "whole child" approach to learning by engaging students cognitively, physically, and emotionally?
2. **Improved pedagogy**: Does the innovation introduce new or improved pedagogical practices into the classroom?
3. **Responsiveness**: Does innovation adapt and respond to the context of the classroom, school and community?

Scoring: 1=Poor, 2=Fair, 3=Good, 4=Very good, 5=Excellent

Criteria	Evidence for how criteria above are met	1	2	3	4	5
1						
2						
3						

Overall Innovativeness Rating: _____/ 15 *Add up the total number of points on the above criteria*

Recommendations for improving Innovativeness: Please use this space to provide specific recommendations for how the teacher/design team could improve the innovativeness of this innovation.

Inclusivity

Inclusivity means that the innovation is gender-responsive and sensitive to the needs of all students in the classroom.

We have broken down inclusivity into three criteria:

1. **Gender responsive**: Is the innovation clearly and deliberately designed for gender equity?
2. **Learning differences**: Is the innovation suitable and effective for students with diverse abilities, backgrounds, and learning styles?
3. **Social interaction**: Does the innovation promote social interaction and collaboration among students?

Scoring: 1=Poor, 2=Fair, 3=Good, 4=Very good, 5=Excellent

Criteria	Evidence for how criteria above are met	1	2	3	4	5
1						
2						
3						

Overall inclusivity Rating: _____/15 *Add up the total number of points on the above criteria*

Recommendations for improving inclusivity: Please use this space to provide specific recommendations for how the teacher/design team could improve the inclusivity of this innovation

Sustainability

Sustainability means that the innovation is simple and affordable to implement and replicate, enabling it to be effective on a larger scale and for the longer term.

We have broken down sustainability into <u>three</u> criteria:

1. **Simplicity**: Can the innovation be implemented at the classroom level without requiring extensive specialised knowledge or skills, and with access to low-cost resources or equipment?
2. **Workload**: Can teachers organise and implement the innovation without significantly increasing their workload?
3. **Affordability**: Is the innovation low-cost to replicate and implement in new settings?

Scoring: 1=Poor, 2=Fair, 3=Good, 4=Very good, 5=Excellent

Criteria	Evidence for how criteria above are met	1	2	3	4	5
1						
2						
3						

Overall Sustainability Rating: _____/15 *Add up the total number of points on the above criteria*

Recommendations for improving sustainability: Please use this space to provide specific recommendations for how the teacher/design team could improve the sustainability of this innovation.

Alignment

Alignment means that the innovation aligns with requirements, practices and context of the school and education system.

We have broken down alignment into <u>four</u> criteria:

1. **Curricular alignment**: Does the innovation align to school curricula and education policies/requirements of the country?
2. **School alignment**: Does the innovation engage school leadership and address school and/or local level education priorities?
3. **Classroom integration**: Is the innovation implemented/embedded within existing lessons and class activities, rather than as an extracurricular activity?
4. **Community linkages**: Does the innovation respond to the community context and/or draw on examples from the local community context to help students understand and relate to new concepts during learning?

Scoring: 1=Poor, 2=Fair, 3=Good, 4=Very good, 5=Excellent

Criteria	Evidence for how criteria above are met	1	2	3	4	5
1						
2						
3						
4						

Overall Alignment Rating: _____/ 20 *Add up the total number of points on the above criteria*

Recommendations for improving alignment: Please use this space to provide specific recommendations for how the teacher/design team could improve the alignment of this innovation.

Impact

Impact means that there is emerging evidence that the innovation is leading to improvements in teaching and learning.

We have broken down impact into <u>two</u> criteria, with higher weighted scores to ensure impact considerations receive extra attention:

1. **Quality of Teaching and Learning Environment**: Has the innovation led to measurable improvements in the quality of teaching and the classroom environment, as measured through Schools2030's assessment tools (BEQI and VITAL)? *Please work with your National Assessment Partner to obtain relevant evidence.*
2. **Learning Outcomes:** Has the innovation led to observable, measurable improvements in holistic learning outcomes for students, as measured through Schools2030's assessment tools? *Please work with your National Assessment Partner to obtain relevant evidence, <u>along with observations and anecdotal evidence from teachers and students.</u>*

Scoring: 1-2=Poor, 3-4=Fair, 5-6=Good, 7-8=Very good, 9-10=Excellent

Criteria	Evidence for how criteria above are met	1-2	3-4	5-6	7-8	9-10
1						
2						

Overall Impact Rating: _____ / 20 *Add up the total number of points on the above criteria. Remember this category is double-weighted for higher scores.*

Recommendations for improving impact: Please use this space to provide specific recommendations for how the teacher/design team could improve the impact of this innovation.

Now - Determine the Innovation Evaluation Score

Add up the scores for **Desirability; Innovativeness; Inclusivity; Sustainability; Alignment and Evidence of Impact.**

Total innovation score (out of 100)

A score of 60 or above indicates that an innovation has scored "good" or better in most criteria.

For innovations that score less than 60:

This form can be used to provide feedback to teachers and design teams about the areas where they could improve their innovation and the way it is used at the classroom level. As Schools2030 programme teams, you should follow-up with teachers to see how best to support improvements in their innovations and teaching practices. Some innovations that scored below 60 points could improve to surpass the 60-point threshold with your support. However, some low-performing innovations may not be appropriate to continue further. In these cases, teachers can be invited to join other design teams to test different innovations in their classrooms that have been developed by other Schools2030 supported educators. This approach allows teachers with very low scoring/low quality innovations to remain part of the programme and help us to gather evidence on the impact and scalability of higher quality "promising innovations".

For innovations that score 60 or Higher:

Innovations that score above 60 points overall, with good scores across all six categories, can now be identified as among Schools2030's "most promising" innovations. Please create a shortlist of these "most promising" innovations that can be shared across your national and global teams annually. You may now use some of these "most promising" innovations to strengthen the 'school to system pathways' for increased scale and impact within and beyond the Schools2030 programme. These opportunities include, but are not limited to:

- **Showcasing at events**: Present at district, national or global teaching and education forums.
- **Profiling in communications:** Feature on the Schools2030 website, social media and other strategic communication products at national and global levels.

- **Case-studies**: Include in your Annual Learning Report (authored by Learning Partners).
  Testing, Replicating and Scaling: Apply in new settings to evaluate further potential, demonstrate scale, and increase visibility of the innovation within education ecosystems.